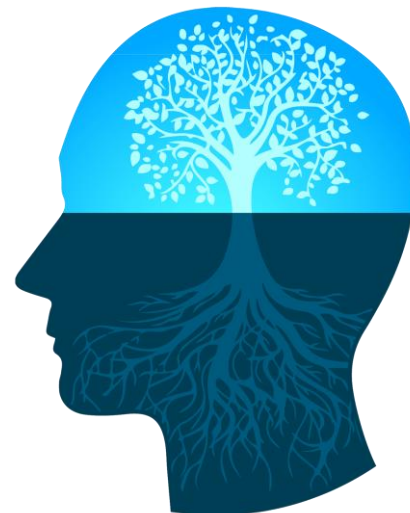


MINDSET



ST. JOHN CHS PERTH
OAME SUMMER 2016



"Failure is an
opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude
determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try
new things"

"Failure is the
limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like
to be challenged"

"I can either do it,
or I can't"

"My potential is predetermined"

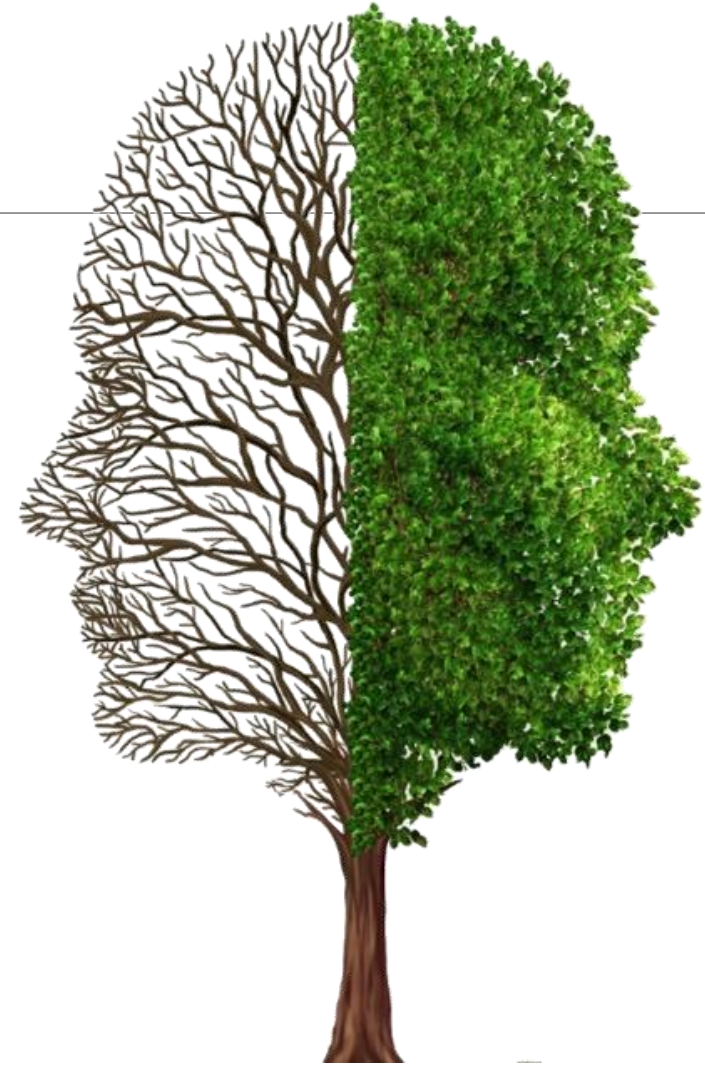
"When I'm frustrated,
I give up"

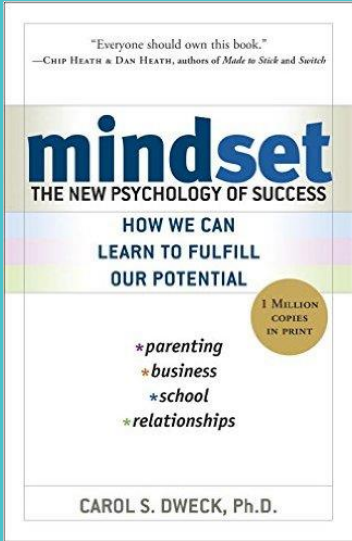
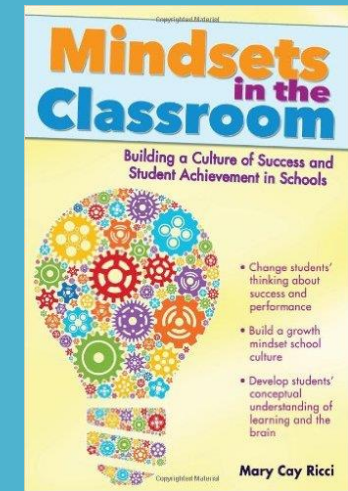
"Feedback and criticism
are personal"

"I stick to what I know"

The 2 year journey

- Started with open problems and math talk
- Moved to mindset
- Resources
- Teaching and assessment strategies
- Next steps



[illegible]

Problems with problems

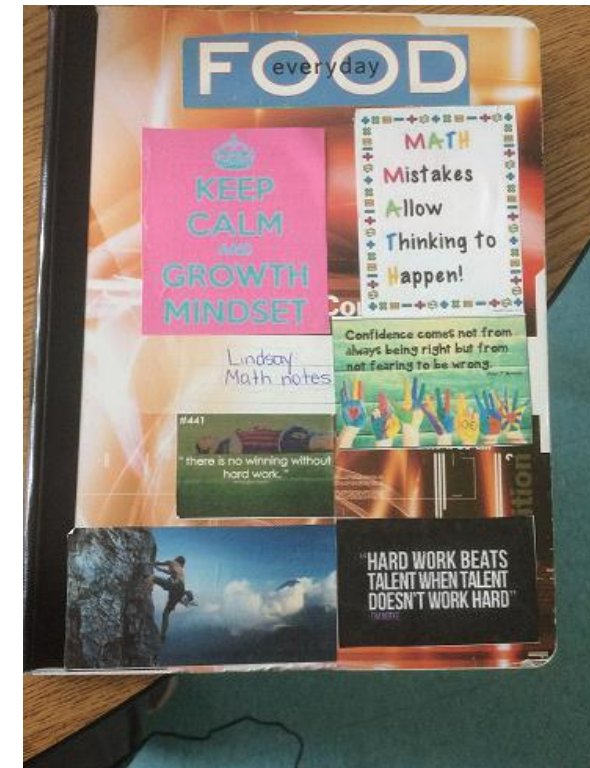
- Lack of confidence
- Where to start
- Responses had limited explanation
- Math talk was reiterating the sequence of what they did vs. why
- Defer to “the smart kid”
- The consolidation was a regular challenge



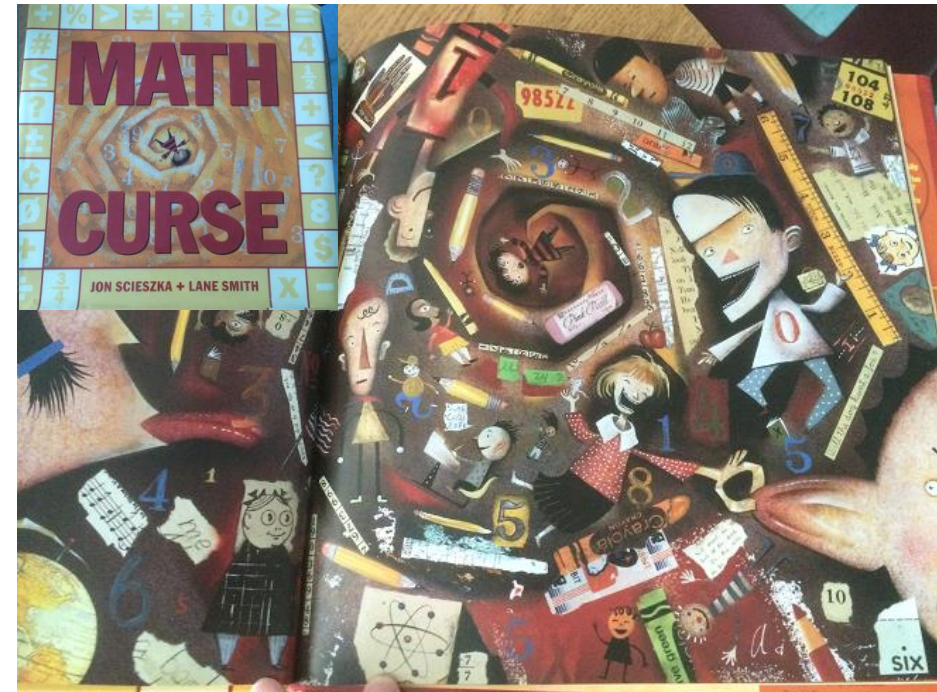
Explicitly Teach Mindset

Take time to teach students about growth and fixed mindset...

- Teaching about the brain
- Videos and journals
- Word wall
- Picture books
- Whole class activities
- Classroom circles



Explicitly Teach Mindset



Teacher Awareness – Day to day

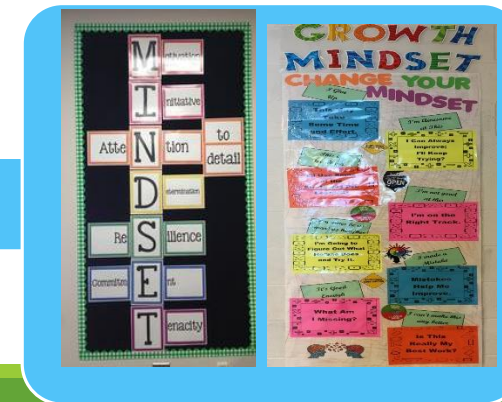
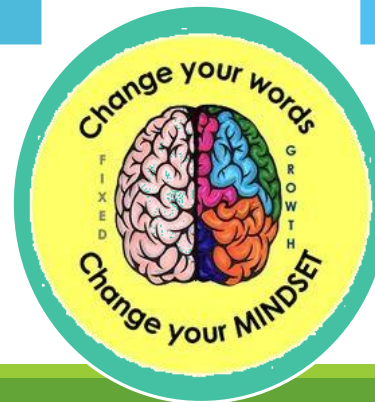
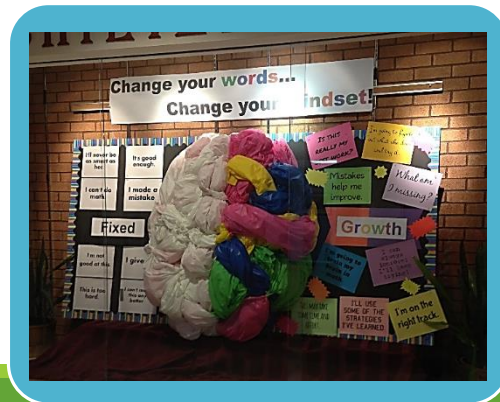
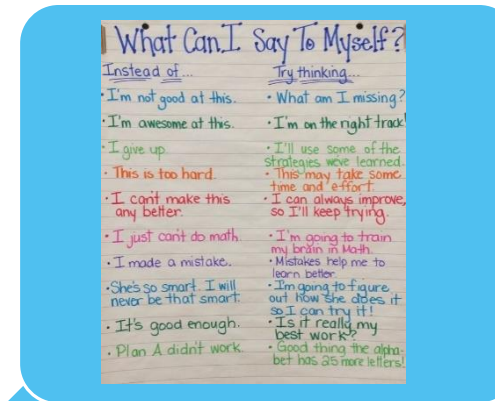
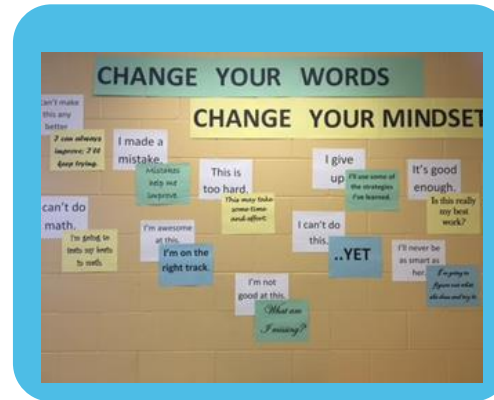
- Being mindful of the words we use in the classroom
- Making time for one-on-one conversations
- Seeking opportunities to celebrate student achievements (teachable moments)



I can't do this
.....Yet!

Promoting A Growth Mindset...

...in our Schools and Classrooms



Journals

B: I will remember it.

E: I looked down on myself and remembered the video.

B: I try most of the time.

E: It made me realize I need to work hard to accomplish what I want.

B: I won't

E: I didn't learn anything

B: I will try to think more positively about Math and to never give up and ask for more help

E: I thought positively, asked for more help and never gave up and tried as hard as I could

What are students saying?

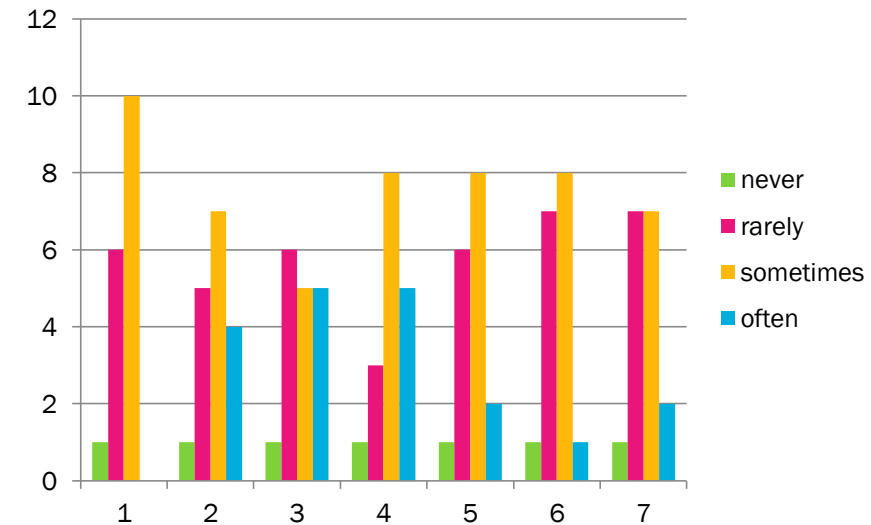
Mindset Progress – Self Reflection

Criteria	Growth Mindset	Reflection		
Challenges	I enthusiastically start a challenge.	Often	Sometimes	Rarely
Mistakes	I am open to learning from my mistakes.	Often	Sometimes	Rarely
Feedback/Criticism	When the teachers tells me how I am doing I want to keep trying.	Often	Sometimes	Rarely
Perseverance	I keep working until the task is complete.	Often	Sometimes	Rarely
Questions	I ask thoughtful questions.	Often	Sometimes	Rarely
Taking risks	I openly share my work and my learning.	Often	Sometimes	Rarely
Participation	I like to participate and offer my ideas.	Often	Sometimes	Rarely

Mindset questionnaire

- 7 questions – rarely, sometimes, often , (never)

- 1. Challenges
- 2. Mistakes
- 3. Feedback
- 4. Perseverance
- 5. Questions
- 6. Taking risks
- 7. participation



Assessment

Increased use of observation and conversations (to supplement summative assessments)

- Student interviews, oral tests to fully understand student responses
- Conversations during class – notes were taken and saved
- Summative assessments – reduction in writing components – use of manipulatives to explain ideas

Staff surveys to gauge change in their mindset



OUTCOMES

Students can articulate what mindset is but putting theory into practice is challenging

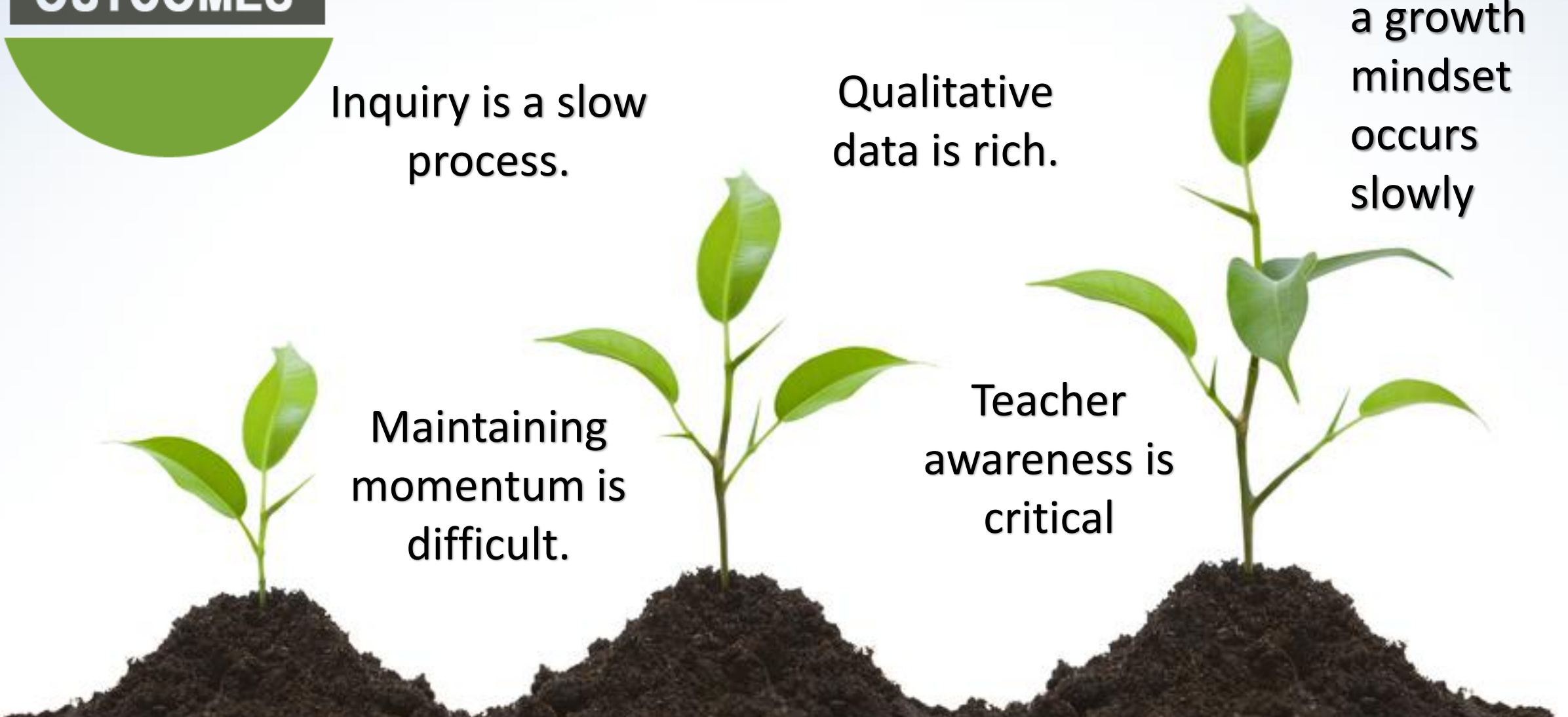
Inquiry is a slow process.

Qualitative data is rich.

Developing a growth mindset occurs slowly

Maintaining momentum is difficult.

Teacher awareness is critical



Next steps

- Explicit teaching of mindset, emphasis on connections
- Five Practices (open problems)
- Tracking students throughout their intermediate grades
- Cross grade and panel work

